

# Daily 5 Pacing Guide

Day 1	Day 2
<p><b><u>Focus Lesson 1: 3 Ways to Read a Book</u></b></p> <ul style="list-style-type: none"> <li>• Make anchor chart for “3 Ways to Read a Book” (p.47)</li> <li>• Model ‘read pictures’ and ‘read words’ (p.47)</li> </ul> <p style="text-align: center;"><b><u>Read to Self</u></b> * <i>Launching Read to Self</i></p> <ul style="list-style-type: none"> <li>• Create Read to Self I-Chart</li> <li>• Correct / Incorrect Model</li> <li>• Build Stamina (3 mins)</li> <li>• Signal and Check In</li> <li>• Model again</li> <li>• Build Stamina (3 mins)</li> <li>• Signal and Check In – “How did you do?”</li> </ul>	<p><b><u>Focus Lesson 1: 3 Ways to Read a Book</u></b></p> <ul style="list-style-type: none"> <li>• Review 2 ways to read a book</li> <li>• Model 3<sup>rd</sup> way - ‘retell a familiar text’ (p.47)</li> </ul> <p style="text-align: center;"><b><u>Read to Self</u></b> * <i>Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Review I-Chart</li> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> <li>• Build Stamina again</li> <li>• Signal and Check In</li> </ul>
Day 3	Day 4
<p><b><u>Focus Lesson 1: Where to Sit in the Room</u></b></p> <ul style="list-style-type: none"> <li>• Create anchor chart OR teach ‘Where to Sit the Room’</li> <li>• Practice</li> <li>• 1 min. review of ‘3 Ways to Read a Book’</li> </ul> <p style="text-align: center;"><b><u>Read to Self</u></b> * <i>Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Review Read to Self I-Chart</li> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> <li>• Build Stamina again</li> <li>• Signal and Check In</li> </ul>	<p><b><u>Focus Lesson 1: 3 Ways to Read a Book &amp; Where to Sit in the Room</u></b></p> <ul style="list-style-type: none"> <li>• Review ‘Where to Sit’</li> <li>• Practice again</li> <li>• 1 min. review ‘3 Ways to Read a Book’ chart</li> </ul> <p style="text-align: center;"><b><u>Read to Self</u></b> * <i>Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Quick review Read to Self I-Chart</li> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> <li>• Build Stamina again</li> <li>• Signal and Check In</li> </ul>

# Daily 5 Pacing Guide

Day 5	Day 6
<p><b><u>Focus Lesson 1: Review I-Chart &amp; Anchor Charts</u></b></p> <p><i>3 Ways to Read a Book</i>  <i>Where to Sit in Room</i>  <i>Read to Self</i></p> <p><b><u>Read to Self</u></b>  <i>*Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> </ul> <p><b><u>Work on Writing</u></b>  <i>* In modeled writing demonstrate underlining unknown words.</i>  <i>(example: Morning Message)</i></p>	<p><b><u>Focus Lesson 1: Good Fit Books / IPICK</u></b></p> <ul style="list-style-type: none"> <li>• See Good Fit Book lesson (p.29)</li> <li>• Allow/help students find books using IPICK</li> </ul> <p><b><u>Read to Self</u></b>  <i>*Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Quick review Read to Self I-Chart</li> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> </ul> <p><b><u>Work on Writing</u></b>  <i>*Launching Work on Writing</i></p> <ul style="list-style-type: none"> <li>• Teach underlining unknown words – see launching chart p.115</li> <li>• Set purpose and sense of urgency</li> <li>• Create Work on Writing I-Chart (p.81)</li> <li>• Correct/Incorrect Model</li> <li>• Build Stamina (3 mins)</li> <li>• Signal and Check In</li> <li>• Correct/Incorrect Model (if needed)</li> <li>• Build Stamina (3 mins)</li> <li>• Signal and Check In – “How did it go?”</li> <li>• Closure / Review the lesson – “What did we learn?”</li> </ul>

# Daily 5 Pacing Guide

Day 7	Day 8
<p><b><u>Focus Lesson 1: Good Fit Books / IPICK review</u></b></p> <ul style="list-style-type: none"> <li>• Quick review of Good Fit Book chart</li> <li>• Allow/help students find books using IPICK</li> </ul> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Quick review of Read to Self I-Chart</li> <li>• Continue to build stamina and independence</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Continue underlining unknown words</u></b></p> <p><b><u>Work on Writing</u></b> *Underlining unknown words</p> <ul style="list-style-type: none"> <li>• Review Work on Writing I-Chart</li> <li>• Build stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Good Fit Books / IPICK review</u></b></p> <ul style="list-style-type: none"> <li>• Quick review of Good Fit Book chart</li> </ul> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Quick review of Read to Self I-Chart</li> <li>• Continue to build stamina and independence</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Where to Sit in the Room</u></b></p> <p><b><u>Work on Writing</u></b> *Where to Sit in the Room</p> <ul style="list-style-type: none"> <li>• Create I-Chart 'Where to Sit in Room'</li> <li>• Review Work on Writing I-Chart</li> <li>• Build Stamina (add 1-2 mins)</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>

# Daily 5 Pacing Guide

Day 9	Day 10
<p><b><u>Focus Lesson 1: Good Fit Books / IPICK review</u></b></p> <ul style="list-style-type: none"> <li>Quick review of 'Good Fit Book' chart</li> </ul> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Quick review of Read to Self I-Chart</li> <li>Continue to build stamina and independence</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: List of topics to write about (ex. Things I do, Places I go, People I love, Things I have)</u></b></p> <p><b><u>Work on Writing</u></b> *List of topics to write about</p> <ul style="list-style-type: none"> <li>Brainstorm a list of topics students could write about</li> <li>Students create their own list</li> <li>Review Work on Writing I-Chart</li> <li>Build Stamina (add 1-2 mins)</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Good Fit Books / IPICK review</u></b></p> <ul style="list-style-type: none"> <li>Quick review of 'Good Fit Book' chart</li> </ul> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Quick review of Read to Self I-Chart</li> <li>Continue to build stamina and independence</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: List of different kinds of writing students could do (ex. letters, lists, poems, narratives, cards, recipes, etc.)</u></b></p> <p><b><u>Work on Writing</u></b> *Different kinds of writing</p> <ul style="list-style-type: none"> <li>Brainstorm different kinds of writing students could do</li> <li>Students create their own list</li> <li>Review Work on Writing I-Chart</li> <li>Continue to build Stamina</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>

# Daily 5 Pacing Guide

Day 11	Day 12
<p><b><u>Focus Lesson 1: Quick review of charts</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Teach how to sit partner reading EEKK (p.63) and model and practice Check for Understanding (p.64)</u></b></p> <p><b><u>Read to Someone</u></b> * Launching Read to Someone (p.112)</p> <ul style="list-style-type: none"> <li>EEKK – create chart (p.63)</li> <li>Teach “Check for Understanding” (p.64)</li> <li>Create Read to Someone I-Chart</li> <li>Set purpose and sense of urgency</li> <li>Correct / Incorrect Model</li> <li>Build Stamina (3-4 mins)</li> <li>Signal and Check In</li> <li>Model again</li> <li>Build Stamina (3-4 mins)</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Quick review of charts</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>Continue building Stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Model and practice how partners read using the same book: “I heard you read...” (p.64)</u></b></p> <p><b><u>Read to Someone</u></b> * Partners using the same book</p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>

Daily 5 Pacing Guide

Day 13	Day 14
<p><b><u>Focus Lesson 1: Quick review of charts</u></b></p> <p><b><u>Read to Self</u></b>  <i>*Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b>  <i>* Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Model and practice how partners read two different books (p.69)</u></b></p> <p><b><u>Read to Someone</u></b>  <i>* Partners using 2 different books</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Quick review of charts</u></b></p> <p><b><u>Read to Self</u></b>  <i>*Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b>  <i>* Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Brainstorm and practice "How to choose books with a partner" (p.70)</u></b></p> <p><b><u>Read to Someone</u></b>  <i>* How to choose books with a partner</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>

# Daily 5 Pacing Guide

Day 15	Day 16
<p><b><u>Focus Lesson 1: Quick review of charts</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> * Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Create anchor chart for Where to Sit in Room during Read to Someone (p. 70)</u></b></p> <p><b><u>Read to Someone</u></b> * Anchor chart for 'Where to Sit in the Room'</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> * Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Model and practice how to choose a partner for Read to Someone (p. 71)</u></b></p> <p><b><u>Read to Someone</u></b> * How to choose a partner</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>

# Daily 5 Pacing Guide

Day 17	Day 18
<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> * Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Model and practice</u></b> <b><u>'Coaching or Time' (p.73)</u></b></p> <p><b><u>Read to Someone</u></b> * Coaching or Time</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Read to Self</u></b> *Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Work on Writing</u></b> * Build Stamina</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Model and practice</u></b> <b><u>'Coaching or Time' again (p.73)</u></b></p> <p><b><u>Read to Someone</u></b> * Coaching or Time</p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>



Daily 5 Pacing Guide

Day 19	Day 20
<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Read to Self</u></b>  <i>*Build Stamina</i></p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Read to Someone</u></b>  <i>* Build Stamina</i></p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> </ul> <p><b><u>Focus Lesson 3: Brainstorm anchor chart for how to set up and clean up materials for Word Work (p.117)</u></b></p> <p><b><u>Word Work</u></b>  <i>* Launching Word Work</i></p> <ul style="list-style-type: none"> <li>Set purpose and sense of urgency</li> <li>Create I-Chart for Word Work</li> <li>Correct / Incorrect model</li> <li>Build Stamina (3-7 mins)</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Student Independent Work 1</u></b>  Students are doing Read to Self, Work on Writing, Read to Someone, or Word Work.</p> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Student Independent Work 2</u></b>  Students are doing Read to Self, Work on Writing, Read to Someone, or Word Work.</p> <p><b><u>Focus Lesson 3: Quick review of Word Work charts. Model set up and clean up for Word Work (p.86 - 89)</u></b></p> <p><b><u>Word Work</u></b>  <i>* Build Stamina</i></p> <ul style="list-style-type: none"> <li>Continue building stamina</li> <li>Signal and Check In</li> <li>Closure / Review</li> </ul>

# Daily 5 Pacing Guide

Day 21	Day 22
<p><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p><b><u>Student Independent Work 1</u></b> Students are doing Read to Self, Work on Writing, Read to Someone, or Word Work.</p> <p><b><u>Focus Lesson 2: Quick review of Word Work charts. Model set up and clean up for Word Work (p 86, 89)</u></b></p> <p><b><u>Word Work</u></b> * <i>Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Continue building stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul> <p><b><u>Focus Lesson 3: Model how to use Listen to Reading materials (p.76)</u></b></p> <p><b><u>Listen to Reading</u></b> * <i>Launching Listen to Reading</i></p> <ul style="list-style-type: none"> <li>• Set purpose and sense of urgency</li> <li>• Create I-Chart</li> <li>• Correct / Incorrect model</li> <li>• Build Stamina – (only a few can do this at a time, the others do a different choice in Daily 5)</li> <li>• Check In</li> <li>• Model again</li> <li>• Build stamina</li> <li>• Signal and Check In</li> <li>• Closure / Review</li> </ul>	<p><b><u>Focus Lesson 1: Quick review of Listen to Reading charts. (p 76)</u></b></p> <p><b><u>Listen to Reading</u></b> * <i>Build Stamina</i></p> <ul style="list-style-type: none"> <li>• Build Stamina – (only a few can do this at a time, the others do a different choice in Daily 5)</li> <li>• Check In</li> </ul> <p><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p><b><u>Student Independent Work 2</u></b> Students are doing Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.</p> <p><b><u>Focus Lesson 3: Journeys curriculum</u></b></p> <p><b><u>Student Independent Work 3</u></b> Students are doing Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.</p>

Daily 5 Pacing Guide

Day 23	
<p data-bbox="191 262 727 300"><b><u>Focus Lesson 1: Journeys curriculum</u></b></p> <p data-bbox="305 331 703 369"><b><u>Student Independent Work 1</u></b></p> <p data-bbox="232 369 781 468">Students are doing Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.</p> <p data-bbox="191 646 727 684"><b><u>Focus Lesson 2: Journeys curriculum</u></b></p> <p data-bbox="305 716 703 753"><b><u>Student Independent Work 2</u></b></p> <p data-bbox="232 753 781 852">Students are doing Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.</p> <p data-bbox="191 1066 727 1104"><b><u>Focus Lesson 3: Journeys curriculum</u></b></p> <p data-bbox="305 1136 703 1173"><b><u>Student Independent Work 3</u></b></p> <p data-bbox="232 1173 781 1272">Students are doing Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.</p>	

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